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of combining the genealogy of the Titan family and their battle with the gods. The chief source is the 'Cyclic' Titanomachia, besides which Aly assumes the knowledge of various other works. Its author he regards as a Rhodian working in the service of Delphi after the middle of the seventh century. Hesiod is one, perhaps the first, of those who rehandled this material, which reached its present shape before the time of Peisistratos by processes that cannot be followed in detail.

Some such hypothesis is necessary to account for the existence of the Theogony. That of Aly is carefully thought out and seems to me in its main outlines highly probable. It is as an embodiment of this idea that his edition is chiefly valuable.

The defect of the book is its spirit of narrow nationalism. There are limits of course even to bigotry. The history of the early printing of the text cannot be altered nor can the names of Guyet and Paley be eliminated from the critical apparatus. Papyri too and tablets must be used no matter who publishes them. Beyond this there is one citation of Frazer's commentary to Pausanias, a reference to Allen, *Classical Review* 11 (1897), 396 and another to Robinson, *American Journal of Philology* 27 (1906), 125, and the inclusion in the bibliography of one title (V. Puntoni, *Studi Ital.* 3 (1895), 35, 193, to which I have not access) that is not Germanic. Taking into consideration the fact that papyri could be used after a fashion, though they were edited in Chinese<sup>7</sup>, and the possibility of intermediate sources for his scattering citations<sup>8</sup>, one is left in doubt whether Aly can read any modern language except German.

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A Notebook for First-Year Latin Vocabulary. By Stephen A. Hurlbut and Barclay W. Bradley. New York: American Book Company (1917). Pp. 96. \$

Handbook for First-Year Latin Vocabulary. By Stephen A. Hurlbut and Barclay W. Bradley. New York: American Book Company (1917). Pp. 45. \$

Latin Vocabulary. By Elmer E. Bogart. Boston: Allyn and Bacon (1918). Pp. vi + 65. \$

The growing appreciation of the importance of teaching Latin vocabulary in Secondary Schools is attested by the publication of these books designed to help the pupil learn and review his Latin words.

A Notebook for First-Year Latin Vocabulary can be easily handled and carried about. The list contains about 650 words which are classified according to their parts of speech. The meanings are not given; the pupil is expected to write these in the Notebook when he first encounters the words, and, for that purpose,

the words are printed on good ruled paper. Principal parts of verbs are given. To aid in locating a word, when the pupil does not know to which part of speech it belongs—a common occurrence, as most teachers will testify—an alphabetical index is provided, which gives the page on which the word occurs. Plenty of blank space is left for the entering of words not found on the list. Useful cross-references are given, e. g. "*amicitia* (from *amicus*, p. 12)". An initial page is devoted to Word Formation in which are listed some of the most important Latin suffixes and prefixes. This feature might, with great profit, have been made more complete. A paper covered Handbook with the meanings of the words is provided for the teacher. The Preface to this Handbook (pages 3-7) describes the careful way in which the words were selected and shows, by application of the list to recent examination papers in sight reading, how useful the list is.

In the smaller vestpocket Latin Vocabulary is the longer list of words selected by the University of New York (The New York State Education Department) for study during the first two years. The words are listed first alphabetically, with meanings and inflections; they are then arranged in groups in the order of their frequency in the first five books of Caesar. A third list contains a portion of the words arranged according to the parts of speech. A fourth list, covering about a page, deals with Words to be Carefully Discriminated; in this the teacher will find many an old stumbling block, such as *mos* and *mors*, *servio* and *servo*.

All these books can be used to great advantage. The Notebook is especially fitted for the first year. It is attractive in form, and is just the sort of device that appeals to the young pupil. After the first year the vestpocket Vocabulary may well be taken by the pupil as a companion for the rest of his High School life, and for part of his College career, too. A thorough review once or twice a year of the words there found would do much to remove the labor of translation, and give leisure for literary appreciation.

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#### THE LATIN LEAGUE OF WISCONSIN COLLEGES

In the sixth annual contest of The Latin League of Wisconsin Colleges, held at Madison, Wisconsin, last spring, Mr. Paul Rodewald, of Ripon College, won the gold medal and the Louis G. Kirchner Memorial Prize of \$225; Miss Mathilda Mathison, of Ripon College, second in rank, received the silver medal; Miss Anna Reed, of Milwaukee-Downer College, third in rank, won the bronze medal. First Honorable Mention was awarded to Miss Bessie Burgi, of Milwaukee-Downer College; Second Honorable Mention to Miss Ruth Bradish, of Lawrence College. Ripon College, having the strongest team in the contest, captured the Elizabeth Priestly Trophy Cup. Ripon College has won two contests, Lawrence College two, Milwaukee-Downer College and Carroll College one each<sup>1</sup>.

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<sup>7</sup>Aly blunders at 997 about the reading of Pap. Oxyr. 873 in a way surprising if he cannot read English, incomprehensible if he can.

<sup>8</sup>There are errors in two out of three. His note at 532 suggests that Allen is opposed to the vulgate, which he defends. Robinson's article runs from page 125 to page 153, but the reference is to a definite item to be found on page 148.

<sup>1</sup>For earlier references to the League see THE CLASSICAL WEEKLY 7.14; 8.46-47; 9.47-48; 10.8; 11.8.